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## Term Information

Effective Term Spring 2019

## General Information

Course Bulletin Listing/Subject Area English  
Fiscal Unit/Academic Org English - D0537  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2367.08  
Course Title The U.S. Experience: Writing About Video Games  
Transcript Abbreviation Wrtnng: Video Games  
Course Description This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. Focusing on digital literacy, development of critical thinking skills and skill in producing analytical prose, students explore key conversations in the field of game studies and analyze a variety types of video game writing. No prior knowledge of video games or game studies is required  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites English 1110 or equivalent; and Soph standing, or a declared major in English  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 23.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Level 2 (2367)

## Course Details

### Course goals or learning objectives/outcomes

- Students will familiarize themselves with issues central to critical conversations about video games, improve analytical writing by responding to video games, grow in digital literacy, and analyze, understand and engage with secondary sources.

### Content Topic List

- Game Ontology: What are Games?
- Ethics in Games Journalism?: Writing About Games
- Narrative and Play
- Analyzing Games
- Conversing with Secondary Sources

### Sought Concurrence

No

## Attachments

- English 2367.08 GE Assessment Plan.docx: Assessment Plan  
*(GEC Course Assessment Plan. Owner: Lowry, Debra Susan)*
- English 2367.08 Rationale.docx: Rationale  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- English 2367.08 Sample Syllabus.docx: Sample Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*

## Comments

- We will maintain consistency in numbering decimal versions of English 2367. English 2367.07 is reserved for another course request, forthcoming. *(by Lowry, Debra Susan on 03/26/2018 11:28 AM)*

## Workflow Information

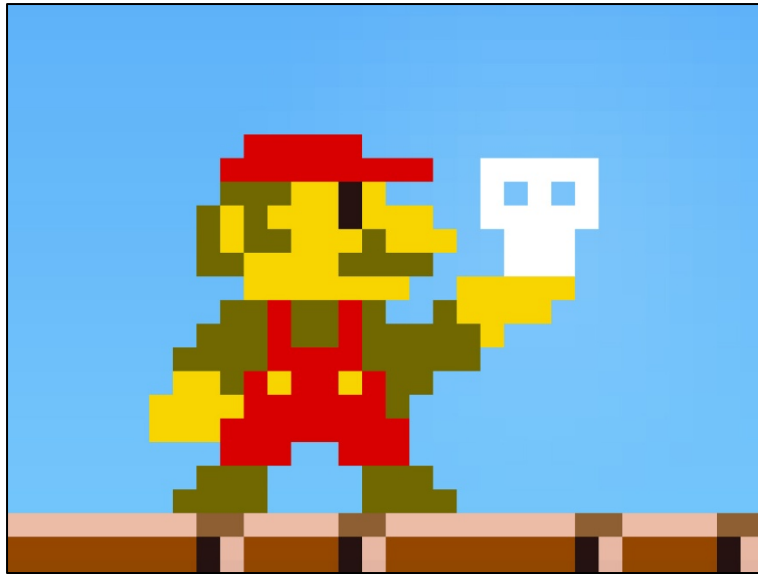
Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	03/26/2018 11:29 AM	Submitted for Approval
Approved	Lowry, Debra Susan	03/26/2018 11:29 AM	Unit Approval
Approved	Heyse, Garrett Robert	03/26/2018 06:00 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	03/26/2018 06:00 PM	ASCCAO Approval

Sample Syllabus:

## English 2367.08: The US Experience: Writing About Video Games

Instructor: Zachary Harvat | harvat.1@osu.edu  
Class Day/Time: MWF 3:00 pm – 3:50 pm  
Class Location: Denney Hall 312

Term: Spring 2016  
Office: Denney Hall 513  
Office Hours: MF 1:30-3:00 p.m.



"Reading Video Games as Literature" courtesy of Gotland Games Conference

### Course Description

In this three-hour, three-credit, second-level writing course for which English 1110 is a prerequisite, you will continue to develop and refine the skills in analysis, research, and composition that you practiced in English 1110. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses.

Video games are an exponentially growing new form of media that saturate life in the digital age. Just as with film, television, and comics during the 20th century, the discipline of English is now beginning to value games as objects worthy of critical analysis and close reading, as a unique form of art. In this class we will approach games with an analytical eye, exploring what a critical approach to games might mean by playing, researching, and writing about games. What does it mean to play games critically? What makes games unique objects of analysis? How do people write about video games both inside the academy and for public audiences? What does it mean to research video games? By exploring some of the key conversations in the field of game studies and analyzing a variety of video game writing (reviews, feature news pieces, academic articles, etc.) we will increase not only our digital literacy and critical thinking, but also our analytical prose. Students are not required to have any knowledge of video games or game studies prior to taking this course.

## Course Objectives

1. Students will familiarize themselves with a broad range of issues central to critical conversations about video games.
2. Students will improve their critical stance toward video games, learning to better consider their features and functions through playing, discussing, and writing.
3. Students will grow in their digital literacy by learning to play and speak critically about a variety of games.
4. Students will improve their analytical writing by responding to video games in several writing assignments that cover multiple genres.
5. Students will strengthen their ability to analyze, understand, and engage with secondary sources.

## General Education Statement: English 2367

As a second-level writing course at OSU, English 2367 fulfills the following GE categories:

**Writing and Communication** coursework develops students' skills in written communication and expression, reading, critical thinking, and oral expression, and visual expression

*Level Two (2367)* courses have the following Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically

## Required Materials

- Fernández-Vara, Clara. *Introduction to Game Analysis*. Routledge: New York, 2014.
- Holdstein, Deborah H. and Danielle Aquiline. *Who Says: The Writer's Research*. Oxford UP, 2013.
- Headphones (if using 316)
- External hard drive/flash drive (if using 316)
- *Mass Effect 2*. Bioware, 2010. (recommended)

\*\*All games will be made available through the Digital Media Project and can be played on the systems in Denney 316 except where noted on the syllabus. If students wish to utilize the DMP's resources in Denney 316, they are required to bring their own headphones and a flash drive/hard drive to save files. While 316 is available for students enrolled in this class, it is also utilized by other members of the English department, which means it is not an open lab. We will discuss the procedures for reserving time and using the space in class, but please refer to the document "Using Denney 316" on the class Carmen site for information. For games that will be played for a longer period of time (*Mass Effect 2*), it is recommended that students consider purchasing the title, so that play time is not limited to the DMP's hours of operation.\*\*

**Please Note:** You will need to have access to all assigned readings during each class meeting, either in hard copy or digitally. Failure to bring required materials restricts your ability to participate fully in class, and may be treated as an absence

## Course Assignments / Requirements

Close Reading Responses x3	30%
Secondary Source Paper	15%
Research Paper	40%
-Proposal	5%
-First Draft	5%
-Final Draft	30%
Play Journal	10%
Peer Review Groups x2	5%

### ***Close Reading Responses***

These short analytical responses (2-3 pages) ask students to practice the basic skills of analysis and close reading. Each response asks students to focus on a specific element of games (representation, mechanics, narrative), and to explore how this element functions in a specific game that we have played for class. Since they are so short, these responses do not ask students to have an introduction or conclusion, but students should make significant observations about the game and analyze them carefully.

### ***Secondary Source Paper***

The secondary source paper is a short (4-5 pages) analytical assignment that asks students to engage in an extended critical conversation with one secondary source. Students will choose a source from a list provided by the instructor, identify and explain the source's primary argument(s), and use it as a lens to analyze one game that we have examined in class. The challenge of this assignment is applying a broad, theoretical source to a specific game.

### ***Research Paper***

The research paper is a longer (8-10 pages) analytical assignment that will ask students to analyze one or more games we have examined in class and produce a sustained analytical argument of that/those text/s while implementing at least 3 secondary sources. This assignment will be completed in stages so that students will have the opportunity to receive plenty of feedback before the final draft is due.

- Proposal: A 2 page document including a one page informal outline and an annotated bibliography with at least three secondary sources that the student plans to use for their final paper. Finally, the proposal will include three questions to help guide our conference.
- First Draft: This draft must be at least 4 pages, but it can be as polished or rough as the student desires. However, the more complete and finished the draft, the better my feedback will be. This assignment is graded for completion.
- Presentation: Students will present an overview of their first draft (their argument and general ideas) to a small group of their peers in-class, to receive feedback. This presentation should last 5 minutes, and include 5-10 minutes of discussion/feedback from their peers. Students will also post their presentation online and receive feedback from students in another section of this class.
- Final Draft: This completed paper must be at least 8 pages and will ask students to analyze one or more primary texts while implementing at least 3 scholarly secondary sources. In this paper the student may write about texts used in previous papers but the argument must be unique.

### ***Play Journal***

Over the course of the semester, students will be asked to post semi-public journal entries to the Carmen discussion board that detail their play experience. This is a space for students to think out loud about each game, to take notes and make observations that might be useful for papers, and to demonstrate that students have been keeping up with assigned homework. These posts are short (250-500 words), but

should contain some close engagement with the game and theoretical readings, if desired. Students are required to post at least once per week (except during weeks when no games are played) by class time on Fridays. Out of a possible 12 responses, students must complete at least 8 (i.e. a total of four responses can be skipped).

### ***Peer Review Groups***

Twice during the semester before larger paper assignments (the secondary source paper and the final paper), students will present their paper research and argument to a small group of their peers, who will provide feedback. These are opportunities to create conversations about our critical work and to hear about the kind of work peers are doing. In each instance, students are expected to present their work for about five minutes and to receive focused feedback from the group for another five to ten minutes.

## **Class Policies**

***Safe(r) Space Disclaimer:*** Each student in this course is responsible for fostering an atmosphere of dignity, respect, appreciation of diversity, and positive regard for **all** members of the class. This classroom is a safe(r) space—a community free from racism, sexism, homophobia, transphobia, religious intolerance, ageism, ableism, sizeism, harassment, or discrimination based upon an individual's political views or beliefs. While the college classroom should be a forum for the exchange of diverse and conflicting ideas and rigorous, sometimes passionate debate, any attempt to silence or to denigrate class members or their points of view will not be tolerated.

### ***Revision Policy***

I offer students the opportunity to revise either the close reading paper or secondary source paper for a higher grade. This revision must be submitted at some point before Thanksgiving Break. The new paper must show significant signs of revision and attention to my comments/suggestions and must be submitted along with a "revision report" which will detail the revisions made and the rationale for these changes. I will replace the original grade with the grade for the revision.

***Attendance and Punctuality*** are important to the success of this class. Students are expected to attend each class session and to be on time and stay for the duration of the session. Students are allowed only three unexcused absences. Each unexcused absence beyond three will lower the final grade by 1/3 of a letter grade (i.e. a 'B' will drop to a 'B-'). Arriving to class more than fifteen minutes late will count as an unexcused absence; repeated tardiness will lead to a deduction of the participation grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect grades; please notify the instructor and provide documentation if such events arise. Students must notify the instructor immediately of any absences so that students do not get behind in the course. Please note that only **you** are responsible for finding out what was missed during your absence and for keeping track of your absences; I will not email or notify students who have exceeded three unexcused absences.

***Grade Scale:*** Grades are determined along a standard hundred-point scale with pluses and minuses as follows: A (100-93), A- (92-90), B+ (89-87), B (86-83), B- (82-80), C+ (79-77), C (76-73), C- (72-70), D+ (69-67), D (66-60), E (59-0).

***Late Work Policy:*** With the exception of the final paper, I will automatically grant extensions to any student who makes a request **at least** one week (read: seven days) in advance; the timeline for such an extension is to be determined by the student in consultation with me. However, any request for an extension made less than one week in advance will automatically be denied without exception.

**Plagiarism** is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct. Please remember that at no point during the writing process should the work of others be presented as your own.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**Class Cancellation Policy:** In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the door of our classroom announcing the cancellation. I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

**Email Policy:** Email is my primary method of communication with you outside of class. **I expect you to check your email at least once every 24 hours, including weekends.** You will be held responsible for information that has been sent via email within this time frame. Email is the most reliable way to contact me. I check my email several times per day; please feel free to contact me at any time with questions or concerns.

### **Department and University Resources**

**The OSU Writing Center** is available to provide free, professional writing tutoring and consultation. Information regarding both online and in-person appointment can be found at <http://cstw.osu.edu/writing-center> or by calling [614-688-4291](tel:614-688-4291).

**Counseling and Consultation Services** provides a wide range of resources for undergraduate students. For more information call 292-5766.

**The Ombudsman of the Writing Programs**, Debra Lowry ([lowry.40@osu.edu](mailto:lowry.40@osu.edu)), mediates conflicts between instructors and students in Writing Programs courses. Her Autumn 2015 walk-in office hours in Denney Hall 441 are Monday, 1-3PM, and Thursday, 9-11AM. All conversations with the Ombudsman are confidential.

Leila Ben-Nasr is the **Research Tutor for OSU Libraries**. Leila is available to provide help to students during any stage of the research process. She is available for tutoring sessions at the Writing Center in Thompson Library located behind the reference desk in Thompson 120. Research tutoring hours are Mondays, Tuesdays, and Wednesdays from 1PM-3PM and 4PM-6PM. Thursday tutoring hours are from 1PM-3PM. All sessions are walk-in appointments. Leila can be reached at [ben-nasr.1@osu.edu](mailto:ben-nasr.1@osu.edu).

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services.**

**After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### Course Schedule

#### **Week 1: Unpacking #Gamergate**

- Monday, Jan 11                      Introductions
- Wednesday, Jan 13                Game Ontology: What are Games?  
Play: *Depression Quest* (free online)  
Read: Juul, from *Half Real*  
  *Vox* expose on #Gamergate
- Friday, Jan 15                      Ethics in Games Journalism?: Writing About Games  
Read: Fernández-Vara, Chapters 1 & 6

#### **Week 2: Writing About Games**

- Monday, Jan 18                      Dr. Martin Luther King, Jr. Day – CLASS CANCELLED
- \*\*Denney 312 open from 2-6 pm on Tuesday, Jan. 19 for students to play *Gone Home*\*\*
- Wednesday, Jan 20                Indie Games  
Play: *Gone Home* (available on computers in 312)
- Friday, Jan 22                      Writing Genres  
Read: Review, article, and feature on *Gone Home*

#### **Week 3: Analyzing Games**

- Monday, Jan 25                      Notice and Focus  
Read: Fernández-Vara, Chapter 2
- Wednesday, Jan 27                Analysis  
Play: *Tomb Raider* (Intro and Coastal Forest)
- Friday, Jan 29                      Representation  
View: Sarkeesian, “Tropes vs. Women -- Damsel in Distress”  
Parts 1-2  
Play: *Tomb Raider* (Mountain Temple and Mountain Village)

#### **Week 4: Representation and Beyond**



Monday, Feb 1                      Thesis Development  
Play: *Tomb Raider* (Base Approach, Mountain Base and Base Exterior)

Wednesday Feb 3                      Beyond Representation  
Play: *Mainichi* (free to download online)  
Read: *Polygon*, "The Queer Games Scene"

Friday, Feb 5                      Context  
Read: Fernández-Vara, Chapter 3  
                Anthropy, from *Rise of the Video Game Zinesters*

\*\*\*CLOSE READING RESPONSE 1 (representation) due by noon on Monday\*\*\*

### **Week 5: Interactivity**

Monday, Feb 8                      Rules, Affordance and Constraint  
Play: *Papers, Please* (in class)

\*\*Denney 312 open from 2-6 pm on Tuesday, Feb. 9 for students to play *The Stanley Parable*\*\*

Wednesday, Feb 10                      Interactivity  
Read: Ryan, from "Beyond Myth and Metaphor: Narrative in Digital Media"

Friday, Feb 12                      Choice and Consequence  
Play: *The Stanley Parable* (available on computers in 312)

### **Week 6: Rules and Procedures**

Monday, Feb 15                      Procedural Rhetoric  
Read: Bogost, from *Persuasive Games*

Wednesday, Feb 17                      Introducing Rules  
Play: *Skyrim* (Whiterun and Bleak Falls Barrow)

Friday, Feb 19                      Character Creation  
Play: *Skyrim* (Greybeards)

### **Week 7: Choice and Emergence**

Monday, Feb 22                      Formal Analysis  
Read: Fernández-Vara, Chapter 5

Wednesday, Feb 24                      Questing  
Play: *Skyrim* (visit two other towns and complete a quest in each)

Friday, Feb 26                      Emergence vs. Progression  
Play: *Skyrim* (level up four different skills)

\*\*\*CLOSE READING RESPONSE 2 (mechanics) due by noon on Monday\*\*\*

### **Week 8: Narrative and Play**

- Monday, Feb 29                      Understanding sources  
Read: Consalvo, from *Cheating*  
Galloway, "Ch. 5: Counter-Gaming" from *Gaming*
- Wednesday, Mar 2                  Responding to sources  
Read: *Who Says?*, Ch. 7 & 9
- Friday, Mar 4                        Narrative and Game Space  
Read: Jenkins, "Game Design as Narrative Architecture"  
Play: *Zork* (free online)

### **Week 9: Conversing with Secondary Sources**

- Monday, Mar 7                        Meta-games  
Play: *Portal* (test chambers 00-12)
- Wednesday, Mar 9                  Narrative Control  
Play: *Portal* (finish the game)
- Friday, Mar 11                        Peer review working groups

\*\*\*SECONDARY SOURCE PAPER due by midnight on Sunday\*\*\*

### **Week 10: Spring Break!**

- Monday, Mar 14                        SPRING BREAK
- Wednesday, Mar 16                  SPRING BREAK
- Friday, Mar 18                        SPRING BREAK

### **Week 11: The Role Playing Game**

- Monday, Mar 21                        Finding secondary sources  
Read: *Who Says?*, Ch. 5-6
- Wednesday, Mar 23                  Introducing *Mass Effect*  
Play: *Mass Effect 2* (Introduction)
- Friday, Mar 25                        Procedure, Progression  
Play: *Mass Effect 2* (Freedom's Progress and explore Normandy)

\*\*\*CLOSE READING RESPONSE 3 (narrative) due by noon on Monday\*\*\*

### **Week 12: Character Interaction**

- Monday, Mar 28                        Final Paper / Research  
Read: *Who Says?*, Ch. 4

Wednesday, Mar 30                      Character Relationships  
Play: *Mass Effect 2* (Dossier: the Professor and Archangel)  
Read: Jørgensen, "Game Characters as Narrative Devices"

Friday, Apr 1                              Interaction and Choice  
Play: *Mass Effect 2* (Dossier: the Convict and the Warlord)

\*\*\*PROPOSAL due by midnight on Sunday\*\*\*

**Week 13: Conferences / Mass Effect**

Monday, Apr 4                              CONFERENCES

Wednesday, Apr 6                         CONFERENCES

Friday, Apr 8                                Structuring the Paper  
Play: *Mass Effect 2* (Horizon)  
Read: *Who Says?*, Ch. 8

\*\*\*ROUGH DRAFT due by noon on Monday\*\*\*

**Week 14: Playing with Others**

Monday, Apr 11                              Peer review working groups

Wednesday, Apr 13                        Wrapping up *ME2*  
Play: *Mass Effect 2* (Companion Quest)

Friday, Apr 15                                Co-operative Play  
Play: *Team Fortress 2* (in class)

**Week 15: Playing with Others**

Monday, Apr 18                                Revising  
Read: *Who Says?*, Ch. 10

Wednesday, Apr 20                         Competitive Play  
Play: *Super Smash Bros.* (in class)

Friday, Apr 22                                Competitive Play  
Play: *Super Smash Bros.* (in class)

**Week 16:**

Monday, Apr 25                                Wrap-Up, Evaluations

**Ludography**

*Depression Quest*. Zoey Quinn, 2013.

*Elder Scrolls V: Skyrim, The*. Bethesda Game Studios, 2011.

*Gone Home*. The Fullbright Company, 2013.

*Mainichi*. Mattie Brice, 2012.

*Mass Effect 2*. BioWare, 2010.

*Papers, Please*. Lucas Pope, 2013.

*Portal*. Valve Corporation, 2007.

*The Stanley Parable*. Davey Wreden, 2011.

*Super Smash Bros*. Nintendo, 2014.

*Team Fortress 2*. Valve Corporation, 2007.

*Tomb Raider*. Square Enix, 2013.

*Zork*. Infocom, 1980.

## **New Course Proposal: English 2367.08: The U.S. Experience: Writing About Video Games**

### **Rationale for English 2367.08, The U.S. Experience: Writing About Video Games**

English is responding to a request from the ASC Curriculum Committee to create a designated Video Games version of the second-year writing course. English is a major contributor to the proposed new minor in Games Studies: our English 2463, Introduction to Video Games Analysis, is a required component. The College committee reviewing the proposal has requested that English create a “Video Games” version of English 2367. We have already taught this course as English 2367.01 several times and demand-- even without a separate number--has been strong. If the course is given a separate number it could be used automatically on the minor program, so student interest is likely to grow even more once the Games Studies minor is fully approved.

The designated number would also help direct genuinely interested students into the course. Students who enjoy video games would be better able to identify the relevant section; conversely, those *not* interested in video games would not sign up, find out what the course is about, and then drop, as has been the case. For this reason, instructors who have taught the course are strongly in favor of the proposal. If the enrollees are students who already are playing video games, most students should have access to means of supplementing the limited amount of space and equipment that we have.

In keeping with all versions of 2367, the class focus will be on the U.S. experience and on the practice of analytical writing and scholarly research methods. The United States is one of the two main centers of video games production in the world, and gaming is both a major form of entertainment in itself and an influence on other media forms. Writing assignments will analyze such topics as the narrative structures of games; the cultural assumptions upon which characters and scenarios are built; and the impact of gaming on U.S. culture. Students will be required to practice research and editing skills, including peer review; and to make an oral presentation. A sample syllabus is attached.

Although the class will involve discussions of diversity (for example, the representation of race, gender and differing abilities in games), we are not seeking a diversity designation at this time. We envisage that the course will primarily be staffed by GTAs, but a number of faculty have expressed willingness to teach the course, including Professors Beth Hewitt, John Jones, and Jesse Schotter.

Documentation of the request follows.

**Note from Paul Nini, Director of Undergraduate Studies in the Department of Design:**

Professors Warhol and Simmons:

I'm writing at this time concerning the proposed Game Studies minor, which was approved with contingencies on October 18 by the Arts and Humanities 2 Panel of the ASC Curriculum Committee. Since then I've been coordinating issues suggested for correction and further development.

One of the panel's suggestions was – "Could you encourage the Department of English to create a specific decimal version of 2367 on games analysis (e.g., 2367.07)?" Therefore, I am writing at this time to make the above request, which English could put forward to the ASC Curriculum Committee.

As well, as I would like to address this issue in our response, could you please reply to this message in some manner to indicate how you would like to move forward?

To provide some background, Design's Chairperson (Mary Anne Beecher, copied above), has worked with a group of faculty from the units contributing courses to draft the minor proposal and advising sheet. The latest versions of both of those documents are attached for your review. Mary Anne has asked me to coordinate the response to the ASC Curriculum Committee, which we hope to submit in the next few weeks.

Thank you in advance for your consideration of this request, and please let me know if you have any questions or concerns. Best wishes.

Paul J. Nini

Professor + Undergraduate Studies Committee Chair

Department of Design

[nini.1@osu.edu](mailto:nini.1@osu.edu)

**New Course Proposal: General Education**

**English 2367.08: The U.S. Experience: Writing About Video Games**

**GE Rationale: VII.B.1 Writing and Communication Level 2 (2367)**

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically

2367.08 instructors assign reading/writing/critical analysis activities, ranging from group discussions to formal papers. Students will have the opportunity to participate in writing workshops with their peers. In keeping with all versions of 2367, the class focus will be on the U.S. experience and on the practice of analytical writing and scholarly research methods. The United States is one of the two main centers of video games production in the world, and gaming is both a major form of entertainment in itself and an influence on other media forms. Writing assignments will analyze such topics as the narrative structures of games; the cultural assumptions upon which characters and scenarios are built; and the impact of gaming on U.S. culture. Students will be required to practice research and editing skills, including peer review. A sample syllabus is attached.

Course Objectives: **2<sup>nd</sup> Writing ELO 1** will be fulfilled through the short responses .

**ELO 2** will be fulfilled through the final research project, which requires research of a video-games related project and peer response.

**ELO 3** will be fulfilled through the secondary source paper and research project . See attached syllabus.

<b>GE Expected Learning Outcomes</b>  <b>Writing and Communication Level Two</b>	<b>Methods of Assessment</b>	<b>Level of student achievement expected for the GE ELO</b>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<u><b>ELO 1</b></u>  Through critical analysis, discussion, and writing, students	<b>Direct:</b> Close reading responses  <b>Indirect:</b> Review of student course evaluations	At least 80% of students scoring a 3 on a 4-point grading rubric or a grade of B.	Data summary will be shared with the course director and Undergraduate Studies committee, who will

demonstrate the ability to read carefully and express ideas effectively			recommend revision if appropriate
<b><u>ELO 2</u></b> Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline	<b>Direct:</b> Assessment of final project  <b>Indirect:</b> Review of student course evaluations	At least 80% of students scoring a 3 on a 4-point grading rubric or a grade of B.	Data summary will be shared with the course director and Undergraduate Studies committee, who will recommend revision if appropriate
<b><u>ELO 3</u></b> Students access and use information critically and analytically	<b>Direct:</b> Assessment of secondary source paper and research paper  <b>Indirect:</b> Review of student course evaluations	At least 80% of students scoring a 3 on a 4-point grading rubric or a grade of B.	Data summary will be shared with the course director and Undergraduate Studies committee, who will recommend revision if appropriate

## GE Assessment Plan

(Based on the standard English 2367.06 assessment plan)

### I. SUMMARY OF THE ASSESSMENT PLAN

The General Education assessment of English 2367.08 will follow the assessment plan outlined in the “Spring 2015 Assessment Plan and Report for English 2367.01 and English 2367.02” submitted to and approved by the ASCC Assessment Panel, and revised by Professor Kay Halasek, Director of Second-Year Writing, for the online version of these courses.

These assessments include direct measures to evaluate the degree to which students achieve learning outcomes Writing and Communication (Level 2). Please note that we are not requesting that this course should fulfill the Social Diversity category.

Assessment of the Writing and Communication (Level 2) will include direct (holistic evaluation of student essays) and indirect measures (student discursive course evaluations).



## II. SUMMARY OF DATA TO BE COLLECTED

The following data will be collected each term from all sections of English 2367.08:

- ❖ *All final research assignments* will be collected and assessed; assessments will be based on rubrics corresponding to the appropriate GE ELOs
- ❖ *Discursive course evaluations* will include items designed to solicit student feedback on the pertinent GE ELOs; the discursive evaluations will be collected, reviewed, and summarized

### Appendix 2: Grading Rubric for pretest and posttest and final projects

(NOTE: The pretest and posttest will not use the final category of the rubric since an in-class test will not involve research)

	4 (highest)	3	2	1 (basic)
<b>Writing ELO 1</b> Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively	Students' written response to a video game creates a coherent and convincing analysis of its narrative, aesthetic, and/or cultural significance.	Students' written response to a video game provides a reasonably complete analysis of its narrative, aesthetic, and/or cultural significance.	Students's written response to a video game shows acknowledgment of some aspects of its narrative, aesthetic, and/or cultural significance, but seems incomplete or unfocused.	Student response is mainly summary and/or not coherent; analysis is absent or unclear.
<b>Writing ELO 2</b> Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline	Student writing presents clear, organized ideas in language and phrasing appropriate to the topic	Student writing conveys meaning clearly and competently	Student writing expresses a point but may be disorganized and/or include minor writing slips	Student writing includes multiple problems of expression and/or does not convey meaning

<b>Writing ELO 3</b>  Students access and use information critically and analytically	Students research a videogames-related topic using peer-reviewed sources and organize their findings to construct a meaningful critical analysis	Students effectively present their research on a video-games-related topic and include some analysis	Students show evidence of research on a video-games-related topic but with limited analysis and/or conclusions	Research is minimal and/or conclusions absent or unclear
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Appendix: questions for discursive evaluations.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

**Writing and Communication ELO 1**

**Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.**

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

**Writing and Communication ELO 2**

**Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.**

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

**Writing and Communication ELO 3**

**Students access and use information critically and analytically.**

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**